

EQUIP English Language Arts/Literacy Task Review Rubric – Introduction and Facilitation

The EQUIP Task Review Rubric provides criteria to determine the quality and alignment of a task (or suite of tasks), defined as a reading, writing, or speaking activity that provides students an opportunity to demonstrate a thorough understanding of grade-level complex texts or topics. A high-quality CCSS ELA task springs from reading grade-level complex text, aligns to one or more specific standards (or part of a standard), connects to previous learning, and is sufficiently challenging. To be effective in assessing student understanding, the task should have a well-defined purpose, be text-dependent, and include helpful features for both teachers and students. It should be clearly worded using grade-appropriate language. The context of a quality task should support student understanding and motivate student interest.

The Purpose

The primary objective of the task review process is to determine the quality of a single task. However, it can be used or modified for multiple purposes and audiences:

- For teachers:
 - The process can be used to provide immediate feedback and suggest ways to improve tasks that are part of their present curriculum or other supplementary resources, including open resources found online.
- For administrators or coaches:
 - The rubric can be used to quickly check the quality of a task students are working on during a classroom observation.
 - The process can be used in a professional development activity where teachers examine a selected task for the purpose of making sense of a particular standard and/or understanding the aspects of a high-quality task.
 - Reviews of widely used tasks might be collected, collated, and shared to inspire discussion and enlightenment and to provide information to subsequent task users.
- For task developers:
 - The criteria can be used during task development to ensure that new tasks are aligned and meet the criteria for high quality.
 - The process and criteria can inform the revision process for a task and guide constructive feedback and revision suggestions for a task’s developer.

The Process

While one person can use the process effectively, a team of reviewers might also be used. When working with a review team, each step should be applied individually first and then discussion should follow. The five steps of the process are:

Step 1 – Review the Text(s) and Task, then Identify the Standards

Conduct a quantitative and qualitative review of the text(s) associated with the task to ensure grade-appropriate complexity. Thoroughly review the task with attention to the knowledge and skills required for its successful completion. Then identify the grade level content and performance requirements of the task and match those to the CCSS (or parts thereof) with the same demands. Record the task title, date, and targeted standards on the top of the rubric.

Step 2 – Apply the Criteria of Dimensions I and II

Closely examine the task for evidence of each of the criteria of Dimensions I and II. Check all criteria that apply and record notes and observations about the task's alignment and attention to the key shifts.

Notes:

Evidence of the criteria in Dimension I is non-negotiable. In order for the review to continue, the task must meet all three criteria in Dimension I. If there is not enough evidence to check the three criteria in Dimension I, the review should be discontinued and the task rated as "not recommended."

Step 3 – Apply the Criteria of Dimension III

Determine which of the supporting features representing high quality are present in the task. For this dimension, it will be important to consider the purpose of the task. For example, if the task is for instructional purposes, say to introduce a new concept, a formal rubric or scoring guide may not need to be present. While not all of the Dimension III criteria are required for an E-rating, the presence of those criteria essential for effective, purposeful implementation of the task would be required.

Step 4 – Rate the Task and Consider Next Steps

Consider the checked criteria and determine which overall rating descriptor best describes the task. If the task is rated E/I or R, reviewers may choose to revise the task. The aspects of quality that are not checked in the rubric can serve as suggestions for revisions to the task.

The Rating Descriptors: (Also see the bottom of the rubric)

E (Exemplary): Most criteria are checked, including all three in Dimension I and for those that are appropriate to the task's purpose in Dimension II and III. The task is likely to promote successful learning and/or assessment of the skills and knowledge required in the targeted CCSS.

E/I (Exemplary if improved): Many criteria are checked. The task is aligned to the CCSS and has potential but could benefit from minor improvements.

R (Revision Needed): Some criteria are checked. The task has potential but needs significant revision to be considered effective.

N (Not Recommended): The task is not recommended for instruction and/or assessment of the CCSS.